FIRST GRADE ELA CURRICULUM GUIDE

Beginning Fall 2021

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CURRICULUM DIRECTOR

This ELA Curriculum Guide is prepared to assist with implementation of the Florida BEST Standards. Appendices and resources pertinent to this grade level are included from the original document prepared by the Florida Department of Education. To see the original document in its entirety, go to ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS (fldoe.org) or check the document given to you in training. You may also view your course description on CPALMS.

General Notes (from State Course Description)

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

State Requirements

Build background knowledge in K-5 with a balance of approximately 50% informational texts and 50% literary texts.

Approximately one-third of the titles from the First Grade Sample Book List (Appendix A) should be used in instruction. (District Note: Texts are referenced at point of use in this document and in Appendix A.).

District Expectations

1. Teachers will utilize this Curriculum Guide as the foundational document for planning.
2. Teachers will adhere to the components of STANDARDS-BASED INSTRUCTION when planning and delivering instruction.
3. The following district-adopted instructional materials will serve as the foundational tools for delivery of instruction:
   a. Harcourt Journeys
   b. READY for ELA
   c. SIPPS, Extension Level
   d. Expanding Expressions for Oral Language
   e. Trade books provided by the district for ELA and Civics – These are from the state-required list for the BEST Standards.
4. Legible penmanship will be taught and reinforced throughout the year. Manuscript writing is introduced in kindergarten. First grade refines formation and spacing, helping the students become fluent writers. The Zaner-Bloser one stroke method is used for instruction.
5. Assigned student work, whether in class or for homework, must have a standards-based purpose that can be articulated by the teacher. Can you answer the question: "How will this assignment help the student move closer to mastery of or fluency with the standard requirement?
6. Any assigned homework must be respectful (aligned to the developmental level of the student and worthy, in terms of potential learning, of the time allotted) and standards based.
7. Grades must reflect student accomplishment of the on-grade-level standards and learning targets.
8. Teachers are expected to integrate Science, Social Studies, and Health standards as they teach ELA to ensure full coverage of the state curriculum.

Contents

Organization of the Standards

The mastery standards themselves represent end-of-the-year goals students should master and are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

• **Foundations** The Foundations Strand has been adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary students who are not yet proficient readers. Additional resources related to the Foundations standards are in Appendix B of this document (See Appendix E in the original document).

• **Reading** The Reading Strand is divided into three standards: reading prose and poetry, reading informational text, and reading across genres. For all Reading standards, when evaluating text complexity to determine if a text is appropriate to the grade level, quantitative, qualitative, and student-centered demands should be considered together. See Text Complexity (Appendix B in this document).

• **Communication** The Communication Strand is divided into five standards: communicating through writing, communicating orally, following conventions, researching, and creating and collaborating. Additional resources related to the Communication standards are in Appendix C of this document.

• **Vocabulary** The Vocabulary Strand is comprised of one standard: finding meaning. Vocabulary is a building block of knowledge and essential to a thorough understanding of text. Additional resources related to the Vocabulary standards are in Appendix D.

Coding Scheme

The coding scheme of BEST matches the coding scheme for all other subjects in your curriculum.

Subject Code		Strand	Benchmark

ELA.1.R.1.3

| | Grade Level | Standard | |
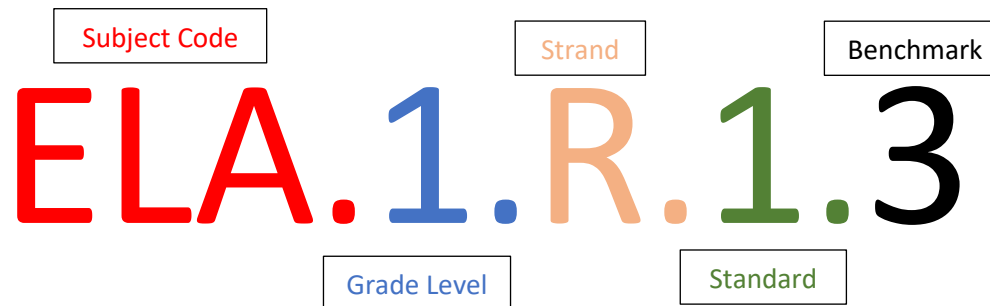
ELA Expectations K – 5

In the past, the following expectations were explicit within specific standards. In the BEST Standards, these expectations govern ALL ELA instruction. The FLDOE calls them 'umbrella skills' under which all instruction occurs, and as such, they are interwoven into all of the standards and benchmarks. They define the way of work as we teach English Language Arts. The expectations extend through grade 12, but only the clarifications for grades K – 5 are included here.

Expectation	Clarification
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	**K-1** Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. **2-3** Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. **4-5** Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	See **Text Complexity** for grade-level complexity bands and a text complexity rubric. **This is included as Appendix B in this document.**
ELA.K12.EE.3.1 Make inferences to support comprehension	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond
ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	**In kindergarten**, students learn to listen to one another respectfully. **In grades 1-2**, students build upon these skills by justifying what they are thinking. For example: "I think because ." The collaborative conversations are becoming academic conversations. **In grades 3-12**, students engage in academic conversations discussing claims and justifying their reasoning, refining, and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	**In kindergarten and 1st grade**, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. **In 2nd grade and beyond**, students practice appropriate social and academic language to discuss texts.

Standards Map

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

FIRST GRADE ELA

Students will continue to receive instruction in recognizing grapheme-phoneme correspondences, and they will begin decoding and encoding longer words. There is a greater focus on finding meaning in text. Students are able to identify which details are more important, a beginning step in identifying relevancy. They are also including a sense of closure in their writing.

Foundational Skills

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.1.F.1 Learning and Applying Foundational Reading Skills		
Print Concepts **ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.** **ELA Expectation:** *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.*	**Essential Question:** *What is alike about books?* **Learning Targets:** • I can locate the title of a book. • I can locate the table of contents of a book. • I can locate the names of the author and the illustrator of a book. • I can locate the glossary of a book.	Title page Table of contents **Author** **Illustrator** Glossary
		Cross-Curricular Connection Print-concept skills are easily integrated and reinforced in daily interaction with ALL texts. Remember to address these as you use texts in Social Studies, Science, and other content areas.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **Big Books** that are part of the district-adopted text resources. • **READY ELA** • **Florida Civics List for 1st Grade – Appendix B** • **BEST Sample Text List – Appendix A**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
FOUNDATIONAL SKILLS CONTINUED **LA.1.F.1 Learning and Applying Foundational Reading Skills**		

Phonological Awareness **ELA.1.F.1.2: Demonstrate phonological awareness.** **a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.** **b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.** **c. Blend single-syllable spoken words with at least five phonemes.** **d. Segment single-syllable spoken words with at least five phonemes.** **e. Segment and blend phonemes in multi-syllable spoken words.** **Benchmark Clarifications:** Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge. **ELA Expectation:** *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.*	**Essential Question:** How do sounds make words? **Learning Targets:** • I can segment spoken words into individual sounds. • I can orally blend individual sounds to produce a word. • I can blend words with up to five sounds. • I can segment words with up to five sounds. • I can segment and blend sounds in multi-syllable spoken words.	Segment Initial Medial/middle Final Blend Syllable Multi-syllable
		Cross-Curricular Connection Phonological awareness can be reinforced as you introduce content-area vocabulary. *Example: "Today we will read about the FLAG. What sounds do you hear when I say the word 'FLAG'? How many sounds do you hear in the word 'FLAG'?" The United States FLAG is red, white, and blue. Listen to these sounds /r//e///d/. Blend those sounds to make a word. What word?*

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **SIPPS Extension** – provides activities to build phonemic awareness. **Instruction using this resource is required.**	

Standard/Benchmark with Clarifications	Student Friendly Learning Targets	Aligned Academic Vocabulary (Appendix D)
FOUNDATIONAL SKILLS Continued **LA.1.F.1 Learning and Applying Foundational Reading Skills**		
Phonics and Word Analysis **ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.** **a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.** **b. Decode simple words with r-controlled vowels.** **c. Decode and encode regularly spelled one-syllable words.** **d. Decode words with inflectional endings.** **e. Decode two-syllable words with regular patterns by breaking the words into syllables.** **f. Decode words that use final –e and vowel teams to make long-vowel sound.** **Benchmark Clarifications:** Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. (*Wakulla County Schools use the High Frequency Word List from SIPPS Extension. It is also located in Appendix E.* Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. **ELA Expectation:** *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.*	**Essential Question:** What can I learn about different letter sounds that will help me learn to read well? **Learning Targets:** • I can say the sound for each consonant in the alphabet. • I can say the sounds for the vowels in the alphabet. • I know the difference between a vowel's long sound and its short sound. • I can blend three-letter short vowel words. • I can tell the letters I hear in a three-letter short vowel word. • I can read many words fluently.	decode r-controlled vowel consonant **syllables** vowel team high-frequency words **Cross-Curricular Connection** Phonics skills may be reinforced as you work with content-area texts. 1st *Example: "Let's write a message about what we learned today. What was the topic of the book we read?* **The teacher writes – Today, we read a book about _____.** *What is the first letter in the word _____? What is the next sound you hear? What letter?"* 2nd *Example – This is the word for our lesson today: con – sti – tu – tion. Do you recognize parts you can read? Put it together. What word?* *In this way students are connecting their ELA learning to their content areas.*
Aligned Resources/Activities		**Assessment**
• **SIPPS Extension Level** • **High Frequency Word List –** Appendix E		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
FOUNDATIONAL SKILLS CONTINUED		
LA.1.F.1 Learning and Applying Foundational Reading Skills		
Fluency **ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.** **a. Recognize and read with automaticity the grade-level sight words.** **Benchmark Clarifications:** Clarification 1: See Dolch and Fry word lists. (Appendix E for Wakulla County Schools' List) Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. (See Appendix E) Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. (See Appendix B) **ELA Expectation:** *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.*	**Essential Question:** How can I learn to read words? **Learning Targets:** • I can read many words fluently.	**Fluently** Appropriate Expression Patterns Oral reading Fluency Accurate/accuracy **Cross-Curricular Connection** Students can recognize their high-frequency words as they participate in reading content-area text or shared writing about the content-area topic.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **SIPPS Extension Level** • **High Frequency Word List –** Appendix E • **Fluency Norms –** Appendix E • **Text Complexity –** Appendix B	

Reading

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.1.R.1 Reading Prose and Poetry		
Literary Elements **ELA.1.R.1.1: Identify and describe the main story elements in a story.** **Benchmark Clarifications:** Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. **ELA Expectation:** *ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.*	**Essential Question:** What makes a story a story? **Learning Targets:** • I can identify the characters in a story. • I can describe the characters in a story with details from the text. • I can identify the setting of a story. • I can tell the sequence of events in a story.	Character Setting Sequence of Events Story Story Elements Evidence Text Appearance Actions Feelings Thoughts
		Cross-Curricular Connection *After reading a biography or an informational text on a famous person, help students make a timeline (storyline) of the person's life.* SS.1.A.3.2 – Create a timeline based on the student's life or school events, using primary sources.

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
• **Sample Texts:**
    o *Clifford the Big Red Dog* by Norman Bridwell
    o *Danny and the Dinosaur* by Syd Hoff
    o *Drum Dream Girl* by Margarita Engle
    o *I Am Enough* by Grace Byers
    o *Madeline* by Ludwig Bemelmans
    o *Put Me in the Zoo* by Robert Lopshire
    o *The Tale of Peter Rabbit* by Beatrix Potter
    o *The Three Little Pigs* by James Halliwell-Phillipps
    o *The Tortoise and the Hare* by Aesop
    o *The Ugly Duckling* by Hans Christian Anderson
    o *The Velveteen Rabbit* by Margery Williams
• **Florida Civics Book List for First Grade, Appendix B**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED		
LA.1.R.1 Reading Prose and Poetry		
Theme **ELA.1.R.1.2: Identify and explain the moral of a story.** **Benchmark Clarifications:** Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson. **ELA Expectation:** *ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.*	**Essential Question:** What kinds of lessons can stories teach? **Learning Targets:** • I can identify the moral of a story. • I can explain the moral of a story.	Identify Moral Explain Lesson **Cross-Curricular Connection** *As you read folktales or fables from different periods of history, have students look for the lesson or moral when it is appropriate.*

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
• **Sample Texts:**
    o ***Clifford the Big Red Dog*** by Norman Bridwell
    o ***Danny and the Dinosaur*** by Syd Hoff
    o ***Drum Dream Girl*** by Margarita Engle
    o ***I Am Enough*** by Grace Byers
    o ***The Tale of Peter Rabbit*** by Beatrix Potter
    o ***The Three Little Pigs*** by James Halliwell-Phillipps
    o ***The Tortoise and the Hare*** by Aesop
    o ***The Ugly Duckling*** by Hans Christian Anderson
    o ***The Velveteen Rabbit*** by Margery Williams	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED **LA.1.R.1 Reading Prose and Poetry**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY
Perspective and Point of View **ELA.1.R.1.3: Explain who is telling the story using context clues.** **Benchmark Clarifications:** Clarification 1: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.	**Essential Question:** How do we know who is telling the story when we read a text? **Learning Targets:** • I can identify the narrator of a story. • I can use details from the text to explain how I know who the narrator is.	**Explain** Narrator Reason **Character**
ELA Expectation: *ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.*		**Cross-Curricular Connection** *When reading text on a person's life, students can use clues from the text to determine if the text is biographical or autobiographical.*

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
 • **Sample Texts:**
      o *Clifford the Big Red Dog* by Norman Bridwell
      o *Danny and the Dinosaur* by Syd Hoff
      o *Drum Dream Girl* by Margarita Engle
      o *I Am Enough* by Grace Byers
      o *Put Me in the Zoo* by Robert Lopshire
      o *The Tale of Peter Rabbit* by Beatrix Potter
      o *The Velveteen Rabbit* by Margery Williams	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED **LA.1.R.1 Reading Prose and Poetry**		
Poetry **ELA.1.R.1.4: Identify stanzas and line breaks in poems.** **Benchmark Clarifications:** Clarification 1: This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems. **ELA Expectation:** *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.* *Clarification: Students learn to listen to one another respectfully.*	**Essential Question:** How is a poem different from prose? **Learning Targets:** • I can identify stanzas in a poem. • I can identify line breaks in a poem.	Poem Prose Stanza Line Break Story Poem *Note: Line break is not mentioned in the standards again until 5th grade where it is included in the clarifications as part of a list of poetic elements. Stanza is not in the standards again until 8th grade, where it is included in the clarifications for a benchmark.* **Cross-Curricular Connection** *Include poems from history and poems that align with science content.*

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
• **Sample Texts:**
    ○ *"Daffodowndilly"* by A. A. Milne
    ○ *"Eletelephony"* by Laura Richards
    ○ *Keep a Poem in Your Pocket* by Beatrice Schenk de Regniers	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED		
LA.1.R.2 Reading Informational Text		
Structure **ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.** **ELA Expectation:** *ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.*	**Essential Question:** How does an author help us understand the text? **Learning Targets:** • I can identify titles and headings in an informational text. • I can identify captions and graphs in an informational text. • I can use maps in an informational text. • I can find the glossary and use it to help me understand an informational text. • I can use text features to help me understand a text.	Title Heading **Illustration** **Text** Caption Graph Map Glossary Informational text
		Cross-Curricular Connection *Informational texts used when teaching content areas are great resources for teaching this skill. This is also a good connection to writing as students make their own labels and captions to explain concepts.* SC.1.L.14.2: Parts of a plant (*Student can draw and label*)
ALIGNED RESOURCES/ACTIVITIES		**Assessment**

• **READY ELA**
• **Sample Texts:**
  ○ *A Picture Book of Benjamin Franklin* by David Adler
  ○ *Chickens Don't Fly* by Laura Lyn Disiena
  ○ *Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino
  ○ *From Seed to Pumpkin* by Wendy Pfeffer and James Graham
  ○ *How People Learned to Fly* by Fran Hodgkins
  ○ *I am Helen Keller* by Brad Meltzer
  ○ *I Wonder* by Tana Hoban
  ○ *My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz* by Monica Brown and Rafael Lopez
  ○ *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta
  ○ *Police Officers* by Paulette Bourgeois and Kim LaFave
  ○ *The Slug* by Elise Gravel
  ○ *The White House* by Lloyd Douglas
  ○ *Tooth By Tooth: Comparing Fangs, Tusks, and Chompers* by Sara Levine
• **Civics Book List for Kindergarten – Appendix B**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED **LA.1.R.2 Reading Informational Text**		

Central Idea **ELA.1.R.2.2: Identify the topic of and relevant details in a text.** **ELA Expectation:** *ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.*	**Essential Question:** How do details help me understand what a text is mainly about? **Learning Targets:** - I can identify relevant details in a text. - I can identify the topic of a text.	Topic Relevant Detail Central Idea **Identify**
		Cross-Curricular Connection This is a skill that is reinforced whenever sharing a text (picture, book, poem, graphic, etc.) with students. Students will also include relevant details as they write on a topic.

ALIGNED RESOURCES/ACTIVITIES	Assessment
READY ELA **Sample Texts (repeated from LA.1.R.2.1):** *A Picture Book of Benjamin Franklin* by David Adler *Chickens Don't Fly* by Laura Lyn Disiena *Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino *From Seed to Pumpkin* by Wendy Pfeffer and James Graham *How People Learned to Fly* by Fran Hodgkins *I am Helen Keller* by Brad Meltzer *I Wonder* by Tana Hoban *My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz* by Monica Brown and Rafael Lopez *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta *Police Officers* by Paulette Bourgeois and Kim LaFave *The Slug* by Elise Gravel *The White House* by Lloyd Douglas *Tooth By Tooth: Comparing Fangs, Tusks, and Chompers* by Sara Levine **Civics Book List for First Grade – Appendix B**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED **LA.1.R.2 Reading Informational Text**		
Purpose and Perspective **ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.** **Benchmark Clarifications:** Clarification 1: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic. Clarification 2: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts. **ELA Expectation:** *ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.*	**Essential Question:** How is the information presented in pictures and text alike and different? **Learning Targets:** • I can explain differences in the information presented in visuals and text. • I can explain similarities in the information presented in visuals and text.	Similarity/similar Differences/**different** Information Visuals **Compare** **Cross-Curricular Connection** *Social Studies and Science present perfect opportunities to retrieve information from both visuals and text, comparing the information from each.*

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
• **Sample Texts (repeated from LA.1.R.2.1):**
    o *A Picture Book of Benjamin Franklin* by David Adler
    o *Chickens Don't Fly* by Laura Lyn Disiena
    o *Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino
    o *From Seed to Pumpkin* by Wendy Pfeffer and James Graham
    o *How People Learned to Fly* by Fran Hodgkins
    o *I am Helen Keller* by Brad Meltzer
    o *I Wonder* by Tana Hoban
    o *My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz* by Monica Brown and Rafael Lopez
    o *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta
    o *Police Officers* by Paulette Bourgeois and Kim LaFave
    o *The Slug* by Elise Gravel
    o *The White House* by Lloyd Douglas
    o *Tooth By Tooth: Comparing Fangs, Tusks, and Chompers* by Sara Levine
• **Civics Book List for First Grade – Appendix B**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED **LA.1.R.2 Reading Informational Text**		
Argument **ELA.1.R.2.4: Identify an author's opinion(s) about the topic.**	**Essential Question:** How can I determine what an author thinks about a topic? **Learning Targets:** • I can identify an author's opinion about a topic.	**Opinion** **Topic** **Author**
ELA Expectation: *ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.*		**Cross-Curricular Connection** When reading a text about a science, social studies, or health topic, ask *"What does the author think about _____? How do you know?"*

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
 • **Sample Texts**
     ○ *A Picture Book of Benjamin Franklin* by David Adler
     ○ *Drum Dream Girl* by Margarita Engle
     ○ *My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz* by Monica Brown and Rafael Lopez
 • **Civics Book List for First Grade – Appendix B**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED		
LA.1.R.3 Reading Across Genre		
Interpreting Figurative Language **ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).** **Benchmark Clarifications:** Clarification 1: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text. **ELA Expectation:** *ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.*	**Essential Question:** How do descriptive words and phrases add meaning to text? **Learning Targets:** • I can identify descriptive words and phrases in text. • I can explain descriptive words and phrases in text.	**Identify** **Explain** **Descriptive** **Adjective** Meaning Phrase **Cross Curricular Connection** Reinforced in content-area texts. *Example: "What words or phrases did the author use to describe (animal)?* SC.1.L.16.1
ALIGNED RESOURCES/ACTIVITIES	**Assessment**	

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
• **Sample Texts:**
    ○ *"Daffodowndilly"* by A. A. Milne
    ○ *"Eletelephony"* by Laura Richards
    ○ *Chickens Don't Fly* by Laura Lyn Disiena
    ○ *Clifford the Big Red Dog* by Norman Bridwell
    ○ *Danny and the Dinosaur* by Syd Hoff
    ○ *Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino
    ○ *From Seed to Pumpkin* by Wendy Pfeffer and James Graham
    ○ *I Am Enough* by Grace Byers
    ○ *Keep a Poem in Your Pocket* by Beatrice Schenk de Regniers
    ○ *Madeline* by Ludwig Bemelmans
    ○ *My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz* by Monica Brown and Rafael Lopez
    ○ *The Tale of Peter Rabbit* by Beatrix Potter
    ○ *The Three Little Pigs* by James Halliwell-Phillipps
    ○ *The Tortoise and the Hare* by Aesop
    ○ *The Ugly Duckling* by Hans Christian Anderson
    ○ *The Velveteen Rabbit* by Margery Williams
• **Civics Book List for First Grade – Appendix B**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED		
LA.1.R.3 Reading Across Genre		
Paraphrasing and Summarizing **ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.** **a. Use main story elements at the beginning, middle, and end for a literary text.** **b. Use topic and important details for an informational text.** **Benchmark Clarifications:** Clarification 1: Most grade-level texts are appropriate for this benchmark. **ELA Expectation:** *ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently. See Text Complexity for grade-level complexity bands and a text complexity rubric. Appendix B of this document.*	**Essential Question:** How can retelling a text help me understand it better? **Learning Targets:** • I can retell a story orally, including the main story elements at the beginning, middle, and end. • I can retell an informational text orally, including the topic and important details. • I can retell a story in writing. • I can retell in writing the topic and important details from an informational text.	**Text** Oral, orally Main **character** **Setting** **Event** **Topic** **Detail** **Story** Elements **Informational text** **Literary** Beginning Middle End
		Cross Curricular Connection *Have students retell information learned in content-area instruction.* *SS.1.A.2.2 Comparing life now with the past*
ALIGNED RESOURCES/ACTIVITIES		Assessment
• **READY ELA** • **Sample Texts:** ○ *All sample texts apply to this standard. Appendix A* • **Civics Book List for First Grade – Appendix B**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
READING CONTINUED **LA.1.R.3 Reading Across Genre**		

Comparative Reading **ELA.1.R.3.3: Compare and contrast two texts on the same topic.** **Benchmark Clarifications:** Clarification 1: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.	**Essential Question:** Why are there many different books on a topic? **Learning Targets:** • I can compare two texts on the same topic. • I can contrast two texts on the same topic.	Compare Contrast **Similar** **Different**
ELA Expectation: *ELA.K12.EE.3.1 Make inferences to support comprehension. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. (Students begin using the word inference in second grade.)*		**Cross Curricular Connection** *Have students compare the information found in two books on a content-area topic. Example: The topic 'plants'. Compare the information and presentation in the book <u>From Seed to Plant</u> by Gail Gibbons with the information and presentation in the book <u>From Seed to Pumpkin</u> by Pfeffer and Graham.*

ALIGNED RESOURCES/ACTIVITIES	Assessment

• **READY ELA**
• **Sample Texts:**
    o *A Picture Book of Benjamin Franklin* by David Adler
    o *Chickens Don't Fly* by Laura Lyn Disiena
    o *Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino
    o *From Seed to Pumpkin* by Wendy Pfeffer and James Graham
    o *How People Learned to Fly* by Fran Hodgkins
    o *I am Helen Keller* by Brad Meltzer
    o *I Wonder* by Tana Hoban
    o *Now and Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta
    o *Police Officers* by Paulette Bourgeois and Kim LaFave
    o *The Slug* by Elise Gravel
    o *The Three Little Pigs* by James Halliwell-Phillipps
    o *The Tortoise and the Hare* by Aesop
    o *The Ugly Duckling* by Hans Christian Andersen
    o *The White House* by Lloyd Douglas
    o *Tooth by Tooth: Comparing Fangs, Tusks, and Chompers* by Sara Levine
• **Civics Book List for First Grade – Appendix B**	

Communications

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.1.C.1 Communicating Through Writing		
Handwriting **ELA.1.C.1.1: Print all upper- and lowercase letters.** **Benchmark Clarifications:** Clarification 1: Students should have adequate spacing between letters and/or words. **ELA Expectation:** *ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.*	**Essential Question:** How can I use writing to communicate? **Learning Targets:** • I can print uppercase letters. • I can print lowercase letters. • I can space my letters and words well.	**Write** **Print** **Uppercase** **Lowercase** **Letter** Spacing Adequate
		Cross Curricular Connection Students practice this skill as they write and participate in shared writing and create their own writing about content-area topics.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **Zaner-Bloser Manuscript Handwriting, One Stroke** • **Appendix F**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.1Communicating Through Writing**		
Narrative Writing **ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.** **Benchmark Clarifications:** Clarification 1: See Writing Types in Appendix C. **ELA Expectation:** *ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.*	**Essential Question:** How do I write a narrative? **Learning Targets:** - I can write a narrative that tells at least two events. - I can sequence the events in my narrative. - I can include relevant details in my narrative. - I can end my narrative well.	**Write** **Story** **Narrative** **Order** Sequence **Relevant Detail** Events Closure
		Cross Curricular Connection *Write about the science, social studies, and health topics you are learning. This may be shared writing that allows you to guide the students to include information that they are learning. Example: The Carrot Seed is a narrative about a plant.*
ALIGNED RESOURCES/ACTIVITIES	Assessment	
READY ELA **Civics Book List for First Grade – Appendix B** **Communicating Through Writing – Appendix C**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.1 Communicating Through Writing**		
Argumentative Writing ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure. Benchmark Clarifications: Clarification 1: See Writing Types in Appendix C. **ELA Expectation:** *ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.*	**Essential Question:** How do I write my opinion about a topic? **Learning Targets:** • I can write my opinion on a topic or text. • I can write a supporting reason for my opinion. • I can end my opinion writing well.	**Write** **Opinion** **Topic** **Text** **Supporting reason** **Closure**
		Cross Curricular Connection *Practice this in connection with science, social studies, and health topics.* *Example: List the holidays you have studied. Then ask the students, "which holiday to you think is the best". Write to give your opinion on which holiday is the best. Be sure to give a reason for your opinion and end your writing well.*
ALIGNED RESOURCES/ACTIVITIES		**Assessment**
• **READY ELA** • **Communicating Through Writing – Appendix C**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.1 Communicating Through Writing**		
Expository Writing **ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.** **Benchmark Clarifications:** Clarification 1: See Writing Types	**Essential Question:** How can I write to give information? **Learning Targets:** • I can use a source to gather information about a topic. • I can write to give information from a source about a topic. • I can end my informational writing well.	**Write** **Information** **Topic** **Source** **Facts** **Closure**
ELA Expectation: *ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.*		**Cross Curricular Connection** Write about science, social studies, and health topics. SS.1.A.1.1 – Develop an understanding of a primary source. SS.1.A.1.2 – Understand how to use the media center/other sources to find answers to questions about a historical topic. SC.1.N.1.3 – Keep records as appropriate – such as pictorial and written records – of investigations conducted.
ALIGNED RESOURCES/ACTIVITIES		**Assessment**
• **READY ELA** • **Civics Book List for First Grade – Appendix B** • **Communicating Through Writing – Appendix C**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.1 Communicating Through Writing**		
Improving Writing **ELA.1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.** **Benchmark Clarifications:** Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in **ELA Expectation:** *ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.*	**Essential Question:** How can I make my writing better? **Learning Targets:** • I can work with my teacher to make my writing better by planning. • I can work with my teacher to make my writing better by revising. • I can work with my teacher to make my writing better by editing.	**Write** Planning Revising Editing Improve **Cross Curricular Connection** Create projects to take to publication.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **READY ELA** • **Communicating Through Writing – Appendix C**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.2 Communicating Orally**		
Oral Presentation **ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.** **Benchmark Clarifications:** Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.in Appendix C. **ELA Expectation:** *ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.*	**Essential Question:** What makes a good presentation? **Learning Targets:** • I can present information orally using complete sentences. • I can use appropriate volume when I present information.	Complete Sentence Present **Information** **Volume** **Appropriate** **Cross Curricular Connection** Have students present content-area information. Appendix C – Oral Communication Rubric

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **Expanding Expressions Toolkit** • **Oral Communication Rubric – Appendix C**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.3 Following Conventions**		
Conventions **ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.** **Benchmark Clarifications:** Clarification 1: Skills to be mastered at this grade level are as follows: • Capitalize proper nouns. • Form and use simple verb tenses for regular verbs by adding the affix -ed. • Form and use complete simple sentences. • Use possessives. • Use subject-verb agreement in simple sentences. Skills to be implemented but not yet mastered are as follows: • Form plurals -y to -ies. • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Use apostrophes to form contractions. • Appropriately use pronouns. • Use commas in a series. • Use plural possessives. • Use interjections. Clarification 2: See Convention Progression by Grade Level for more information (Appendix C) . **ELA Expectation:** *ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.*	**Essential Question:** What will make my writing easy to understand? **Learning Targets:** • I can capitalize proper nouns. • I can -ed to verbs to make them past tense. • I can form and use complete simple sentences. • I can use possessives. • I can make my subject and verb agree in a simple sentence. • I am learning to make plurals with nouns that end with 'y'. • I am learning to form and use regular and irregular verb tenses. • I am learning to form and use the past tense of some irregular verbs. • I am learning to use an apostrophe to form a contraction. • I am learning to use pronouns. • I am learning to use commas in a series. • I am learning to use plural possessives. • I am learning to use interjections.	**Sentence** Capitalize Proper Noun Verb Complete Sentence Possessive Possess Subject Verb Plural Noun Tense (as in past tense) Apostrophe Contraction Pronouns Comma Series Interjection **Cross Curricular Connection** Practice conventions as students participate in shared writing about content-area topics. Notice the use of conventions when reading content-area books.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **READY ELA – Language Section** • **Communication – Appendix C**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.4 Researching**		
Researching and Using Information **ELA.1.C.4.1: Participate in research to gather information to answer a question about a single topic.** **Benchmark Clarifications:** Clarification 1: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.	**Essential Question:** How can I find an answer to a question on a topic? **Learning Targets:** • I can gather information to answer a question about a topic.	**Information** **Topic** **Question** Gather Research
ELA Expectation: *ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. Clarification: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text.*		**Cross Curricular Connection** Conduct class research projects on content-area topics. Also, connect to *Communicating through Writing* Benchmarks.
ALIGNED RESOURCES/ACTIVITIES		Assessment
• **READY ELA** • **Science, Social Studies, and Health Topics and Resources**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.5 Creating and Collaborating**		
Multimedia **ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.** **Benchmark Clarifications:** Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio, or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task. **ELA Expectation:** *ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.*	**Essential Question:** What can I use to make a presentation or writing interesting and clear? **Learning Targets:** • I can make my writing and presentations more interesting by using multimedia elements.	Multimedia Artifact Audio Digital **Element** (introduced when story elements were taught) Suitable Relate
		Cross Curricular Connection Use multimedia to present learning from content areas. The term 'artifact' is used in Social Studies in relation to primary source material.
ALIGNED RESOURCES/ACTIVITIES		Assessment
• **Science, Social Studies, and Health Topics and Resources** • **Civics Book List for First Grade – Appendix B**		

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
COMMUNICATIONS CONTINUED **LA.1.C.5 Creating and Collaborating**		
Technology in Communication **ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.**	**Essential Question:** How can technology help me produce and publish my writing? **Learning Targets:** • I can use digital tools to produce writing. • I can use digital tools to publish writing.	Digital tools Publish Technology Communication
ELA Expectation: *ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.*		**Cross Curricular Connection** Use digital tools to write about information from content areas. *This supports the Computer Science standards for this grade level.*
ALIGNED RESOURCES/ACTIVITIES		**Assessment**
• **Science, Social Studies, and Health Topics and Resources** • **Civics Book List for First Grade – Appendix B**		

Vocabulary

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.1.V.1 Finding Meaning		
Academic Vocabulary ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing. Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. (See Appendix D) **ELA Expectation:** *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.*	**Essential Question:** What words are important for me to know? **Learning Targets:** • I can use the words I am learning when I speak and when I write.	**Vocabulary** **Learn** **Speaking** **Writing** **Appropriately** **Cross Curricular Connection** Require students to use correct content-area terminology that they have been taught when discussing a topic.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **Science, Social Studies, and Health Topics and Resources** • **Expanding Expressions Toolkit** • **Vocabulary – Appendix D** • **SIPPS Extension**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
LA.1.V.1 Finding Meaning		
Morphology **ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.** **Benchmark Clarifications:** Clarification 1: See Base Words for frequently occurring base words. (Appendix D) Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. *Example: Regular verbs add the inflectional ending -ed to indicate the past tense.*	**Essential Question:** How can knowing word parts help me learn more words? **Learning Targets:** • I can recognize and use base words. • I can recognize and use inflections.	**Base words** **Inflection/inflectional** **Verb** **Past tense**
ELA Expectation: *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.*		**Cross Curricular Connection** Look for and apply base words and inflectional endings in content-area reading and writing.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **Science, Social Studies, and Health Topics and Resources** • **High-Frequency Words – Appendix E** • **Vocabulary – Appendix D** • **SIPPS Extension**	

STANDARD/BENCHMARK WITH CLARIFICATIONS	STUDENT FRIENDLY LEARNING TARGETS	ALIGNED ACADEMIC VOCABULARY (APPENDIX D)
VOCABULARY CONTINUED		
LA.1.V.1 Finding Meaning		
Context and Connotation **ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.** **Benchmark Clarifications:** Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships (Appendix D). **ELA Expectation:** *ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarification: Students learn to listen to one another respectfully.*	**Essential Question:** What are the different thinking tools I can use to learn new words? **Learning Targets:** • I can use picture and context clues to determine the meaning of a new word. • I can use word relationships to help me understand a new word. • I can use what I already know to help me understand a new word.	Clue Context Word relationships Synonym Antonym Meaning Homonym Homophone
		Cross Curricular Connection Use the thinking tools to help determine the meaning of new words in content-area reading.

ALIGNED RESOURCES/ACTIVITIES	Assessment
• **Science, Social Studies, and Health Topics and Resources** • **Vocabulary – Appendix D** • **SIPPS Extension**	

Appendices

Appendix A: Titles of Sample Complex Texts for First Grade

This sample list of texts includes selections ranging from the Classical Period of ancient Greek and Rome to contemporary texts, representing a full spectrum of genres: classic literature, folktales, poetry, satire, memoirs, essays, speeches, plays, narratives, treatises, founding documents, and histories. The reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplar writing. In many instances, they have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all their academic endeavors. These texts are by authors whose works comprise a rich literary tradition, a tradition with which all students should become familiar.

The list should serve as a guide for teachers, curriculum developers, and test makers as they prepare their instructional units and materials for Florida students. It is not intended to be exhaustive but to serve as a foundation for educators when selecting additional rich and meaningful texts. This sample book list is organized into grades for text complexity guidance.

The texts listed here have been selected based on both quantitative and qualitative measures. There are instances in which a student-centered consideration would indicate that a text be used at a lower or higher grade level than indicated here. Further, as students become independent readers—and especially when they are intrigued with a topic—they are often eager and ready to read texts that may be listed here at a higher grade level. Educators should encourage students to wrestle with such complex texts—with proper scaffolding—when they deem it appropriate.

1st Grade

Title	Author
"Daffodowndilly"	Milne, A.A.
"Eletelephony"	Richards, Laura
A Picture Book of Benjamin Franklin	Adler, David
Chickens Don't Fly	Disiena, Laura Lyn
Clifford the Big Red Dog	Bridwell, Norman
Danny and the Dinosaur	Hoff, Syd
Drum Dream Girl	Engle, Margarita
Fantastic Undersea Life of Jacques Cousteau	Yaccarino, Dan
From Seed to Pumpkin	Pfeffer, Wendy and James Graham
How People Learned to Fly	Hodgkins, Fran
I Am Enough	Byers, Grace
I am Helen Keller	Meltzer, Brad
I Wonder	Hoban, Tana
Keep a Poem in Your Pocket	Schenk de Regniers, Beatrice
Madeline	Bemelmans, Ludwig
My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz	Brown, Monica and Rafael Lopez
Now & Ben: The Modern Inventions of Benjamin Franklin	Barretta, Gene
Police Officers	Bourgeois, Paulette and Kim LaFave
Put Me in the Zoo	Lopshire, Robert
The Slug	Gravel, Elise
The Tale of Peter Rabbit	Potter, Beatrix
The Three Little Pigs	Halliwell-Phillipps, James
The Tortoise and the Hare	Aesop
The Ugly Duckling	Andersen, Hans Christian
The Velveteen Rabbit	Williams, Margery
The White House	Douglas, Lloyd
Tooth By Tooth: Comparing Fangs, Tusks, and Chompers	Levine, Sara

What is a Text?

"In academic terms, a text is anything that conveys a set of meanings to the person who examines it." –The Word on College Reading and Writing by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

For the purposes of text within the standards, the full breadth of the term text is intended.

The standards are meant to prepare students to interpret a variety of texts in a variety of formats. In planning instruction, make sure that students are exposed to a diverse selection of quality texts.

Text Complexity

There are three components of text complexity: qualitative, quantitative, and student-centered. Each of these factors is equally important. Singularly, they reveal a partial and potentially misleading impression of a text. The quantitative measures are divided by grade band and address the measurable data of a text such as sentence length, word length, and word frequency. Each readability measure has a different formula for calculating the readability of a text.

Text Complexity Quantitative Grade Bands

Quantitative Measures		
Grade Level	Flesch-Kincaid	Lexile
K – 1st	-1.3 – 2.18	BR – 430L
2nd – 3rd	1.98 – 5.34	420L – 820L
4th – 5th	4.51 – 7.73	740L – 1010L
6th – 8th	6.51 – 10.34	925L – 1185L
9th – 10th	8.32 – 12.12	1050L – 1335L
11th – 12th	10.34 – 14.2	1185L – 1385L

Text Complexity Rubric

This text complexity rubric provides an opportunity to examine the three components of text complexity all together as they relate to a specific text. The first section deals with the qualitative measures, those features of a text that are related to content and meaning. Texts that are higher here may be lower on the next measure, the quantitative, which measures statistical details of the text itself such as word frequency and sentence length. Finally, the last measure examines those features centered around the student. What is the student being asked to do? What are the student's capabilities? What are the knowledge demands of the text?

Low Complexity	Mid Complexity	High Complexity
Qualitative		
The text has a single layer of meaning explicitly stated.	Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.	The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.	Figurative language is used to build on what has already been stated plainly in the text.	Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.	The author's purpose may not be explicitly stated but is readily inferred from a reading of the text.	The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.	The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.	The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Graphics are not essential to understanding the text but do expand on the information found in the text.	Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.	The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.
Quantitative		
Text is below or at the lower end of the grade-level band according to a quantitative reading measure.	Text is in the midrange of the grade-level band according to a quantitative reading measure.	Text is at the higher end of or above the grade-level band according to a quantitative reading measure.

Student-centered		
Students can fully understand the text without specific background knowledge.	Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.	For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student without the student consciously applying comprehension strategies.	The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.	The text may demand stamina, comprehension, and inferential skills at the upper boundary of the student's developmental level.
The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.	The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.	The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.
The task associated with the text is of a low content complexity level, involving one cognitive step.	The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.	The task associated with the text is of a high content complexity level, involving multiple cognitive steps.

Background Knowledge

Florida is committed to helping students build background knowledge, so much so that it is codified in statute. Giving students the opportunity to read nonfiction and literary texts that reinforce and scaffold what they are learning in their content areas will give them the schema to which they can tie new learning.

Civics Literacy Reading List

These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades. They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.

Kindergarten-1st Grade

Title	Author
A Picture Book of Benjamin Franklin	Adler, David A.
D is for Democracy: A Citizen's Alphabet	Grodin, Elissa
George Washington	Abraham, Philip
I Pledge Allegiance	Martin, Bill Jr. and Sampson, Michael
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address	Fritz, Jean
Liberty Rising	Shea, Pegi Deitz
Red, White, and Blue: The Story of the American Flag	Herman, John
Saving the Liberty Bell	McDonald, Megan
The Bald Eagle	Pearl, Norman
The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks	Rosenstock, Barb
The Flag We Love	Ryan, Pam Munoz
The Liberty Bell	Firestone, Mary
The Star-Spangled Banner	Spier, Peter
The Very First Americans	Ashrose, Cara
The White House	Douglas, Lloyd G.
Woodrow, the White House Mouse	Barnes, Peter

Communicating Through Writing

Writing Types

Narrative Writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of the story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer's use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.
Note: Narrative elements as described above are introduced to students within the grade-appropriate narrative writing standards.
Non-Exhaustive List of Examples: Autobiography/Biography including Memoir; Epic; Folktale; Historical Account; Myth; Novel; Play; Short Story; Speech.

Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader's point of view or appealing to the reader to accept the writer's belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about.
Note: In grades K-5, the term "opinion" refers to the evolving form of argument.
Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches.

Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader's understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.
Note: Students' proficient use of organizational structures in expository writing is introduced beginning in Grade 4, in alignment with the progression of Reading Informational Text Standards (R.2.1–2.4).
Non-Exhaustive List of Examples: Comparative Analyses; Historical Reports; Manuals; Magazine and/or Newspaper Articles; Memorandums; Research and/or Scientific Reports.

Elementary Oral Communication Rubric

	Standard	Emergent	Approaching	Proficient	Mastery
First Grade	**ELA.1.C.2.1** Present information orally using complete sentences and appropriate volume.	Student presents information orally without complete sentences and a volume appropriate to content and audience.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience.	Student presents information orally using complete sentences and a volume appropriate to content and audience.
Kindergarten	**ELA.K.C.2.1** Present information orally using complete sentences.	Student presents information orally without complete sentences.	Student presents information orally with occasional attempts at complete sentences.	Student presents information orally with inconsistent use of complete sentences.	Student presents information orally using complete sentences.

Conventions Progression by Grade Level

Conventions Progression by Grade Level

Standard Introduction Level	Symbol
The skill has not been introduced.	
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

106

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Use conjunctions.		-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participial phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use dangling modifiers.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-	I	I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

What is academic vocabulary?

In general, academic vocabulary can be considered to consist of three types of vocabulary:
- general words which are acceptable for academic use.
- non-general 'academic' words.
- technical words specific to an individual subject area.

www.eapfoundation.com/vocab/academic/

In this document, the academic vocabulary consists of words that teachers will use with students in their learning. These words are not for memorization or assessment. However, they should have consistent use as teachers and students discuss the requirements of the standards and talk about their learning.

Academic vocabulary continues from grade to grade with students gaining more working knowledge of the words as they mature. If the words are not used, with scaffolding, daily, the path toward full understanding is roadblocked.

These words do not replace high-frequency word instruction or content-area vocabulary instruction. In fact, many of the words in the academic vocabulary section will cross over content lines and be used throughout the day.

Context Clues, Word Relationships, and Base Words

Context Clues

Type	Definition	Example
Definition	The definition of the word is incorporated into the text.	Carey was lethargic; she did not have enough energy to get out of bed and go to swim practice.
Synonyms	The author uses a word having the same or similar meaning to other words in a sentence.	Rebecca, my best friend, has been a companion to me for many years.
Antonyms	The author hints at the meaning by providing a non-example or opposite.	Kim was anxious about the test, but Christy was not worried at all.
Examples	The definition of the word is given in the form of an example.	Krystle will serve cold beverages, such as soda, tea, and juice, to the guests.
Inference	The reader is able to make an educated guess, use reasoning or background knowledge to determine the meaning of an unknown word.	You can speak candidly to Mrs. Dodd. She is an affable guidance counselor.

Word Relationships

Relationship	Definition	Examples
Synonym	Two words having the same or nearly the same meaning	strong : powerful tired : lethargic stroll : amble
Antonym	Two words having opposite meanings	hot : cold punctual : tardy gorgeous : grotesque
Homonym	Two words having the same pronunciation and spelling, but having different meanings	lie (untruth) : lie (prone) address (location) : address (speak to)
Homophone	Two words having the same pronunciation, but having different spellings and meanings	there : their to : too here : hear

Morphology
Base Words

Frequently occurring base words for 1st grade	Base words for 2nd grade
close	answer
do	break
give	button
happy	connect
help	equal
jump	fair
kind	follow
like	hand
open	know
pack	learn
play	obey
ride	point
talk	see
teach	thought
walk	try

Appendix E: Reading Foundations

Introduction

English is an alphabetic language. It has 26 letters and 44 sounds. The alphabetic principle is that students need to know there is a sound/symbol relationship before they can learn to read. It is important to teach phonological awareness, phonics, morphology, and etymology (history of origin), syntax, text reading fluency, vocabulary, semantics, and written expression in an explicit, sequential, systematic, and cumulative manner. Explicit means that the initial introduction of a sound/symbol relationship should be directly stated. Sequential and systematic means that instruction should be from the easiest to the more difficult skills with much repetition and review. Cumulative means instruction builds upon prior learning. Learning is multisensory in that it involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language.

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words varying the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them "sight" words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials as well as engaging in repeated readings help develop automaticity and fluency.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundations Standards must be addressed and select appropriate interventions.

High Frequency Words – SIPPS Extension Level

1. the
2. I
3. a
4. see
5. he
6. be
7. she
8. we
9. me
10. no
11. so
12. go
13. my
14. by
15. why
16. fly
17. under
18. are
19. little
20. some
21. come
22. do
23. to
24. what
25. have
26. of
27. all
28. ball
29. call
30. small
31. from
32. here
33. you
34. want
35. for
36. put
37. out
38. our

39. day
40. way
41. play (Mastery Test 1)
42. your
43. like
44. saw
45. old
46. cold
47. gold
48. was
49. one
50. does
51. said
52. down
53. her
54. they
55. says
56. find
57. over
58. any
59. many (Mastery Test 2)
60. where
61. there
62. bird
63. goes (Mastery Test 3)
64. their
65. too
66. father
67. walk
68. talk
69. water
70. other
71. mother
72. brother
73. food
74. very
75. two
76. live (2)

77. give
78. look
79. been (Mastery Test 4)
80. large
81. every
82. after
83. carry
84. again
85. both
86. could
87. would
88. wild
89. child
90. children
91. friend
92. school (Mastery Test 5)
93. pull
94. full
95. watch
96. were
97. don't
98. won't
99. good
100. most
101. read (2)
102. move
103. people
104. ready
105. today
106. work
107. great
108. who
109. push
110. done (Mastery Test 6)
111. gone
112. few
113. sure
114. word

115. because
116. love (Mastery Test 7)
117. answer
118. nothing
119. once
120. ago
121. kind
122. mind
123. should
124. ever
125. never (Mastery Test 8)
126. even
127. change
128. only
129. woman
130. women
131. toward
132. won't
133. often
134. head
135. bread
136. four
137. beautiful
138. true
139. blue (Mastery Test 9)
140. Mr.
141. Mrs.
142. Ms.
143. Miss
144. whole
145. whose
146. who's
147. picture
148. eye
149. guess
150. busy
151. build
152. built

153. hour
154. buy
155. month (Mastery Test 10)
156. shoe
157. piece
158. money
159. key
160. door
161. floor
162. half
163. toe
164. eight
165. tie
166. pie
167. lie
168. young
169. caught
170. climb (Mastery Test 11)
171. bought
172. brought
173. thought
174. learn
175. heard
176. earth
177. early
178. group
179. through
180. since
181. either
182. neither
183. heart
184. enough (Mastery Test 12)

Fluency Norms

The Hasbrouck-Tindal Norms Chart indicates words correct per minute by grade level, time of year, and percentile rank. Fluency measures should always be combined with comprehension checks such as a retelling of the passage or comprehension questions to strengthen the link between fluency and comprehension. Oral reading fluency rubrics that consider other factors of fluency should also be considered.

From Hasbrouck, J. & Tindal, G. (2017). An update on compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching. University of Oregon.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116	4	90	153	168	184
	75		59	91		75	125	143	160
	50		29	60		50	94	120	133
	25		16	34		25	75	95	105
	10		9	18		10	60	71	83
2	90	111	131	148	5	90	179	183	195
	75	84	109	124		75	153	160	169
	50	50	84	100		50	121	133	146
	25	36	59	72		25	87	109	119
	10	23	35	43		10	64	84	102
3	90	134	161	166	6	90	185	195	204
	75	104	137	139		75	159	166	173
	50	83	97	112		50	132	145	146
	25	59	79	91		25	112	116	122
	10	40	62	63		10	89	91	91

Sample Oral Reading Rubric for Prosody

Sample Oral Reading Fluency Rubrics
NAEP Fluency Scale

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-fluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

Appendix F – Penmanship

Penmanship is an integral part of the primary and intermediate curriculum. Developing fluency with the correct formation of letters removes roadblocks to increasing literacy. Penmanship is a required part of the First-Grade standards.

In First Grade, students are practicing to perfect form and solidify instant recall of the letter for writing. Specific care is given to spacing and maintaining correct placement and formation of the letters.

Three rules are important to remember in letter formation:
1. Begin at the top of the letter.
2. Move left to right. This means that 'b' begins with the tall line, while 'd' begins with the circle.
3. Do not pick up your pencil. Exceptions are the letters that must be crossed or dotted.

The Wakulla County School System teaches the Zaner Bloser one-stroke method from manuscript writing. This is introduced and practiced in Kindergarten as students are learning to recognize and read the letters. It is refined and practiced in first grade with more attention to proportion and spacing, and it is mastered to fluency in second grade.

If we fail to fully instruct students in the correct formation of letters and the basic parameters of penmanship, we relegate them to a continual struggle with written communication.

Resources:
Zaner-Bloser Handwriting Texts – available at school level

ZB_HW_Manuscript_Practice_Package.pdf (zaner-bloser.com) – This practice sheet has bar codes that link the student, teacher, or parent to short videos, which model the correct formation of each letter.

Zaner-BloserHandwritingmanuscript.pdf (mcps.org) – This is a PDF, which explains the correct formation of each letter. Arrows and words are used to direct the student in the formation of each letter.

ZB_HW_Manuscript_Paper_Templates.pdf (zaner-bloser.com) – Here you will find templates of handwriting paper.

Free Resources | Need Help Learning at Home? | Zaner-Bloser – A variety of activities and resources to help with handwriting practice

Zaner-Bloser: Handwriting ©2020 | Free Resources – Similar to the above, but this site includes some seasonal resources.

About the Zaner-Bloser National Handwriting Contest – Information about the National Handwriting Contest. (Wakulla County has had winners before!)